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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the teaching of reading using art as a teaching tool, (2) the effectiveness of a written cueing summary in increasing reading rate and retrieval speed in two content area subjects, (3) the effects of position and conceptual level of adjunct questions on comprehension and attitudes, (4) the effect of prereading strategies on comprehension, (5) the impact of intensive visual perceptual training on reading proficiency, (6) the use of reciprocal teaching of comprehension monitoring strategies to improve reading comprehension, and (7) instructional strategies for helping readers identify the gist in expository text. (HOD)

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Begy, Jane Ann
A DESCRIPTIVE STUDY OF TEACHING READING USING ART AS A TEACHING TOOL

Corr, Mary Ann
EFFECTIVENESS OF A WRITTEN CUEING SUMMARY IN INCREASING READING RATE AND RETRIEVAL SPEED IN TWO CONTENT AREA SUBJECTS

Kann, Robert Shayle
THE EFFECTS OF POSITION AND CONCEPTUAL LEVEL OF ADJUNCT QUESTIONS ON NINTH-GRADE STUDENTS' COMPREHENSION AND ATTITUDES

Kelleher, Adria
THE EFFECT OF PRE-READING STRATEGIES ON COMPREHENSION

Lew , Jewell M.
THE IMPACT OF INTENSIVE VISUAL PERCEPTUAL TRAINING ON THE READING PROFICIENCY SCORES OF SEVENTH GRADERS

Palincsar, Annemarie Sullivan
IMPROVING THE READING COMPREHENSION OF JUNIOR HIGH STUDENTS THROUGH THE RECIPROCAL TEACHING OF COMPREHENSION-MONITORING STRATEGIES

Samson, Karen Margolis
AN INSTRUCTIONAL STRATEGY FOR HELPING READERS IDENTIFY THE GIST IN EXPOSITORY TEXT

A DESCRIPTIVE STUDY OF TEACHING READING USING ART AS A TEACHING TOOL Order No. DA8213267

BEGY, JANE ANN, ED.D. *University of Northern Colorado*, 1982. 160pp.

The primary purpose of this study is to describe instructional programs in the United States that use art as a tool in teaching reading to students.

To achieve this goal, the writer sent an inquiry letter to the educational commissioner or superintendent of each state seeking locations of such programs. Thirty-seven responses were received from as many different states.

Secondly, questionnaires were sent to twenty-nine school systems that were believed to have art-reading programs. Actually seven school systems were found that had true total reading and total art programs.

As an in-depth study of a specific program, the Worland Junior High School was chosen to illustrate individual scores in such a study. Worland is a small town in Wyoming. Its program, however, is patterned after the New York City Learning to Read Through the Arts program.

The Worland students involved in the program are tested both pre and post with the Stanford Diagnostic Reading Test. The 1980-1981 pre and post tests are used in this study. The writer has used the mean, the standard deviation, and z-scores as a method of describing the particular program.

The seven schools that were found to be using a total art-reading program are described in detail with the aid of the responses provided to the questionnaire.

Further research of the art-reading programs is recommended in several areas. Attitude was mentioned often by educators involved with these programs, but there is evidently no statistical research to verify the beliefs of the teachers involved. Teachers have reported that attendance seems to be higher and vandalism seems to be less, but there is no real evidence provided for such speculations, so more research should be done at this point.

EFFECTIVENESS OF A WRITTEN CUEING SUMMARY IN INCREASING READING RATE AND RETRIEVAL SPEED IN TWO CONTENT AREA SUBJECTS Order No. DA8213138

CORR, MARY ANN, ED.D. *University of Pittsburgh*, 1981. 174pp.

The research investigated the effect of using a designated cueing summary or a self cueing summary previous to an assigned content area reading selection on reading rate and speed of information retrieval. One hundred thirty tenth, eleventh or twelfth grade students from two Pittsburgh Diocesan District High Schools were randomly assigned to one of two groups.

Selections from *Rate and Comprehension Check Tests* by Kenneth Baldridge, 1979 were used as pre and posttests to measure reading rate and speed of information retrieval.

The treatment sessions included the following steps: (1) Both groups received a summary of an article which they were to read. (2) The designated cueing group was also given five statements to which students in the group were to respond, using the summary and their own experiences. (3) The self cueing group was directed to consider their previous experiences in relation to the summary but students in this group were not given any specific statements as guides. (4) Both groups responded in writing. (5) Both groups then read the article. (6) Timed measurements were taken as they read. (7) A ten-question test was then administered.

A small sample of students was involved in the measurement of speed of information retrieval. A computer was utilized and speed was measured in milliseconds.

Analysis of variance was used to measure mean gains and differences in a modified Solomon Four-Group Design.

There was a significant improvement in reading rate for both the designated cueing and self cueing groups.

There was no treatment effect on speed of information retrieval but on the final posttest, there was a positive correlation between speed of information retrieval and the highest number of correct answers on the retrieval measure.

THE EFFECTS OF POSITION AND CONCEPTUAL LEVEL OF ADJUNCT QUESTIONS ON NINTH-GRADE STUDENTS' COMPREHENSION AND ATTITUDES Order No. DA8220874

KANN, ROBERT SHAYLE, PH.D. *The University of Wisconsin - Madison*, 1982. 250pp. Supervisor: Professor Richard J. Smith

The purpose of the present study was to investigate the effects of adjunct questions on ninth-grade students' comprehension of and attitudes toward short stories. In particular, the effects of question placement and the effects of the conceptual level of the questions on students' comprehension of and attitudes toward short stories were investigated.

Subjects for the study were one hundred and sixty-three ninth-graders.

The short stories used in the study were selected from materials designed for low-ability ninth-grade students.

The dependent variables in the study were subjects' scores on a comprehension test for each of the two stories read, an evaluation, moral dilemma question test based on students' abilities to make judgements concerning moral dilemmas, and an attitude inventory based on each story.

Subjects were randomly assigned within each of ten classrooms to one of seven treatment conditions: literal prequestion, literal postquestion, inferential prequestion, inferential postquestion, evaluative prequestion, evaluative postquestion, or rereading (control).

On day one or day two, all subjects received the treatment to which they had been assigned. Subjects read a story, responded to a treatment condition, took an attitude inventory on the story, and completed a comprehension test and an evaluation, moral dilemma question test for the story. On day three or four, all subjects repeated the procedures as described for day one or two, but with a second story. Dunn's planned comparisons procedures were used for hypothesis testing.

The findings of the study were the following: (1) Question location did not significantly affect students' text comprehension, attitudes, and abilities to answer evaluation, moral dilemma questions. (2) Higher-level questions did not significantly improve students' comprehension, attitudes, and abilities to answer evaluation, moral dilemma questions compared to the effects produced by lower-level questions.

THE EFFECT OF PRE-READING STRATEGIES ON COMPREHENSION Order No. DA8218172

KELLEHER, ADRIA, PH.D. *University of Pittsburgh*, 1982. 198pp.

The effect of pre-reading strategies on comprehension as measured by forced-choice and constructed responses was examined in an experiment with 120 seventh grade students identified as LOW, AVERAGE, and HIGH on reading level. Four intact classes, containing students on the various reading levels, were assigned to three schema-based, pre-reading treatments and a control condition. There were no significant differences on the forced-choice measure of comprehension by treatment. Regardless of treatment, the HIGH reading level students performed significantly better than both the LOW and AVERAGE readers on the forced-choice questions. On a constructed response task, again the HIGH reading level students performed significantly better than the LOW and AVERAGE readers. However, as a group, students in the Structured Overview treatment performed significantly better than students experiencing the other treatments in the mean number of central elements recalled on the constructed response task. Thus there is some evidence that direct instruction does prepare students to comprehend incoming, difficult, expository material better than no pre-reading strategy or student-centered pre-reading strategies.

THE IMPACT OF INTENSIVE VISUAL PERCEPTUAL TRAINING ON THE READING PROFICIENCY SCORES OF SEVENTH GRADERS

Order No. DA8216449

LEWIS, JEWELL M., PH.D. *Arizona State University*, 1982. 124pp.

The study was directed at determining the extent to which a six-week given curriculum intervention (the *Rate & Rhythm* series, designed to emphasize phrase recognition, reading in thought units, intensive visual-perceptual training, and reading rate improvement) affected reading mean gain scores of seventh-grade students in Coolidge (Arizona) Junior High School as measured by the Diagnostic Reading Tests.

Differences between the pretest and pottest scores achieved by the experimental group and the laboratory control group and the classroom control group were analyzed with respect to (1) word recognition, (2) word comprehension, (3) vocabulary, (4) rate, and (5) story comprehension, utilizing multivariate analysis of variance (MANOVA) in a groups-within-treatment analysis. An overall significance for the three groups on the combined dependent variables was found at the $p < .01$ level of significance.

The overall finding of significant difference for groups was probed further with five univariate Fs, which indicated that the overall difference was caused by higher gain scores for the experimental group on the dependent variables *rate* at the $p < .01$ level of significance and *story comprehension* at the $p < .05$ level of significance. No differences were significant between groups for the dependent variables *word recognition, word comprehension*, and *vocabulary gain scores*.

IMPROVING THE READING COMPREHENSION OF JUNIOR HIGH STUDENTS THROUGH THE RECIPROCAL TEACHING OF COMPREHENSION-MONITORING STRATEGIES

Order No. DA8218536

PALINCSAR, ANNEMARIE SULLIVAN, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 360pp.

The effects of explicit instruction (modeling and corrective feedback) of four comprehension monitoring activities were investigated with junior high students decoding at grade level and typically comprehending two years below grade level. The four activities included summarizing, question generating, predicting what might be discussed next in the text, and clarifying unclear text. The activities were taught through a procedure referred to as reciprocal teaching; the teacher and students took turns assuming the role of teacher in a dialogue about segments of expository text.

The research took the form of two studies. Both studies employed a multiple baseline across groups. All students experienced four conditions: baseline, intervention, maintenance, and follow-up. In Study 1 the investigator worked with six students, in pairs, in a setting analogous to a resource room. In Study 2, four remedial reading teachers worked with a total of 21 students on a small group basis in their classrooms.

There were five major findings of the investigation. The first concerned students' ability to answer comprehension questions. Assessed on passages independent of the training materials, students made significant improvement on this measure, typically achieving criterion performance (70% accuracy for four out of five consecutive days) by day 15. The effects were apparent immediately after training as well as eight weeks later. The second finding suggested that there were no differential effects of training observed for the question types employed in the study: text explicit, text implicit, and script implicit. Third, the students' verbal behavior during training indicated that they became more adept with summarizing and question generating as the intervention progressed. Fourth, modest but reliable transfer was suggested on three of four tasks similar but distinct from the training tasks. Finally, gains observed in the experimental setting generalized to the classroom setting for five of the six students in Study 1.

The results of this investigation provide further support to a small body of instructional research in reading comprehension which encourages that students can indeed, through explicit instruction, be taught to acquire and independently apply reading strategies which will enhance reading comprehension.

AN INSTRUCTIONAL STRATEGY FOR HELPING READERS IDENTIFY THE GIST IN EXPOSITORY TEXT

Order No. DA8218557

SAMSON, KAREN MARGOLIS, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 247pp.

The objective of this two-week instructional study was to improve high school students' comprehension of biology text materials through use of an explicit instructional strategy. The Topic/Subtopic Strategy is a two-step procedure designed to enable readers to recognize relationships among key ideas in text by engaging readers in the active process of evaluating and synthesizing text segments. The Strategy emerged in the attempt to create a practical tool for helping readers discriminate between more important and less important ideas represented in text.

The Topic/Subtopic Strategy requires readers in Step One to first analyze sentences in terms of TOPIC (what the sentence is about) and COMMENT (what is being said about the topic). Step Two involves grouping Topic/Comment elements according to relationship types in order to create important subtopics suggested by relevant information. In teaching this Strategy, the experimenter was interested in examining the extent to which Strategy instruction would affect readers' comprehension of gist information. Comprehension of gist was measured by recall and short-answer questions. While the Strategy group received instruction, a second treatment group, the Read-Study group, practiced reading, studying (using any method), and recalling information. Both the Strategy group and the Read-Study group used the same text passages. A Control group received regular classroom instruction.

Hierarchical multiple regression was used to analyze the data. This procedure enabled the experimenter to evaluate the unique effect of treatment both in isolation and as a function of various status